

<b>Inspection date</b>	15/09/2014
Previous inspection date	14/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder demonstrates a good understanding of the safeguarding and welfare requirements and is aware of the procedures to follow should she have concerns over the safety of a child. This ensures that children are kept safe and protected from harm.
- Partnerships with parents are very well established. This supports a smooth transition between home and the childminder, which promotes continuity in children's care and learning.
- The childminder is highly reflective and has a strong drive to continually improve her practice and her own professional development. Consequently, this has a positive impact on the learning outcomes of all children in her care.
- The childminder understands how young children learn and builds on their enthusiasm for learning. She accurately assesses their development and provides a rich and varied range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress.
- Children form strong bonds with the childminder who supports their emotional needs very well. Consequently, children feel secure to explore the environment and play.

#### **It is not yet outstanding because**

- There are fewer opportunities for children to access open-ended and natural materials, in order to further support children's imaginative exploration and develop their investigation skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed interactions and activities in the playroom and viewed the resources and equipment available to children both indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records and a selection of written records and policies.
- The inspector checked evidence of suitability of adults living or working on the premises, the childminder's qualifications and self-evaluation form.
- The inspector took account of the written comments provided by parents.

## Inspector

Janet Weston

## Full report

### Information about the setting

The childminder was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child, in the Disley area of Stockport. The whole of the ground floor and upstairs bathroom, plus one bedroom are used for childminding. Children have access to an enclosed rear garden. The family has two dogs, land snails and a uromastyx lizard as pets. There are currently seven children on roll, three of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She receives support, training and advice from the local authority and is a member of the Professional Association for Childcare and Early Years. The childminder holds a childcare qualification at level 3.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance the environment further, for example, by providing natural, open-ended resources for children to use creatively.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The childminder has a good understanding of the Early Years Foundation Stage and the seven areas of learning. She plans exciting and individual learning daily, which is tailored to children and their age. Teaching is very effective so children make very good progress in relation to their starting points. The childminder uses her expert knowledge to identify specific starting points and maintains exemplary records on how well children are progressing. Parents are regularly invited to contribute to the development records, which allows the childminder to incorporate home experiences into her planning and development records. As a result, all children thrive, make very good progress in their learning and are exceptionally well prepared for school.

The childminder has a sound understanding of how to use observations of children's learning. She uses these observations to plan the progress of children and their next steps in their learning. Detailed tracking in individual learning journals shows children develop at a very good rate and any gaps in their learning are quickly identified. This is because the childminder knows children well and recognises their style of learning. The childminder uses a wow board to describe what children have been doing. For example, one comment states, 'well done for singing along with the alphabet song'. A kindness board details individual acts of thoughtfulness, such as 'helping to wash the cups up at playgroup'. The childminder celebrates children's achievements and continues their interests, building on

what they already know. Consequently, the childminder ensures there is support for children's future learning.

The childminder's home is spacious. There is a playroom dedicated for children to use, which is warm and welcoming. Children are able to access the outdoor area and the childminder encourages them to be outdoors as much as possible. The room is resourced extremely well. Good quality toys and activities are in abundance and the childminder ensures that children have opportunities to play without restrictions. The wide range of activities and toys available ensure children are able to progress in all seven areas of learning. However, there is room to introduce even more open-ended and natural resources to allow children to play imaginatively and creatively. The outdoor area is equipped with ride-on toys and a mud kitchen, where child giggle as they make imaginary pasta and chicken for the adults, followed by birthday cake with sprinkles. All children eagerly join in, chatting to each other and helping each other. There is a bird hive where children have story time and the environment is rich in numbers and print. Children have access to a tiny magical fairy world where they take great delight in whispering to visitors about this make believe resource; they describe in detail how they leave presents on the tiny path for the fairies who visit when it is quiet. As a result, resources enable children to use their imagination and fire their curiosity.

### **The contribution of the early years provision to the well-being of children**

Children are extremely confident, self-assured and highly motivated. They are eager to engage with new activities and challenges as the childminder offers encouragement through meaningful praise and support. Children are very settled and at ease in the childminder's first class care. This is because she gives utmost priority to the settling-in processes that are based around the individual needs of children and their families. As a result, children are extremely happy and develop secure attachments as the childminder knows and meets their individual needs very well. The childminder has an excellent relationship with children. She has a natural enthusiasm for her work and is very calm. Children enjoy close contact with the childminder and she responds to children exceedingly well. Children's safety and well-being is central to the childminder's practice. The caring, supportive and nurturing environment ensures all children feel valued, safe and secure. Individual care needs and routines are discussed in detail and are agreed with parents prior to admission. Consequently, children of all ages demonstrate a very strong sense of belonging, and are extremely confident and self-assured. Children play in a very clean, extremely well-resourced and child-friendly environment. They move purposefully within a highly stimulating and accessible playroom and make informed choices about how and where they spend their time. Children become independent from a young age as the childminder encourages them to actively explore the environment. She explains to young children the rules before going out to play in the outdoor area. From these clear interactions, children quickly learn to navigate their way around their learning environment independently and safely. They regularly visit the local park, attend local playgroups and go on visits to the local railway station and fire station, even visiting the seaside. This provides a wide range of experiences that actively contribute to inspiring children's curiosity and imagination of the world around them.

Children know how to take sensible risks in their play because they receive excellent support from the childminder, as she explains risks to children and encourages them to independently minimise these. For instance, older children tidy up toys to ensure the environment is safe to play in. Children are encouraged to drink water throughout the day and they know this maintains good health. They learn how to keep themselves healthy through enjoyable mealtimes. The childminder explains why healthy choices are important to children. As a result, they are gaining a very clear understanding about healthy food. All aspects of the daily routine are valued as learning opportunities and teaching highly motivates children. For example, to enhance snack time the childminder encourages independence through child choice and child participation in preparing the food. This is significantly enhanced by the childminder discussing colours, shape, movement and texture while introducing new vocabulary, such as 'absorb' and 'slimy'. Support for children's personal, social and emotional development, which underpins their future learning and development, is exceptional. For example, children enjoy using their imagination during pretend play and discuss their feelings, while talking about the magical fairy garden. The childminder also provides books, stories and puppets that help support feelings and exploration. The childminder expertly supports children's transitions and they are very well prepared emotionally and physically for the move to school. The childminder has developed good links with the local school, where some children she cares for attend. They walk there together in the mornings and afternoon. Consequently, children are enthusiastic learners who are keen to build on their existing skills.

The childminder is an excellent role model who values and appreciates each child's unique contribution. She actively encourages children to develop a positive and caring attitude toward others. For example, during planned activities the childminder gently discusses with children the consequences of their behaviour to raise awareness of feelings of others. This is further promoted by ensuring children are developing an excellent understanding of respect and manners through daily routines. She gives clear indications as to how children are expected to behave, for example, praising their good playing and thanking children when tidying away. The childminder talks to children to help them learn to share. For instance, children gain an excellent understanding as she explains to children to have one more turn with a particular resource and then to pass it to the other. Children listen and cooperate extremely well, showing they fully understand about taking turns. Children's individual health, physical and dietary needs are excellently met, which actively contributes to their well-being. Children adopt very healthy lifestyles because they have regular and varied opportunities to be active and play outdoors. Children's physical development is significantly enhanced by the environment and the high level of support the childminder provides. Every consideration is given to the organisation of the playroom to significantly enhance children's learning. As a result, children have an abundance of space, so they move, explore and play freely. The childminder follows established robust hygiene routines, such as talking to children about the importance of hand washing before eating snacks and after playing outdoors. The childminder continuously provides age-appropriate explanations, which raise children's awareness of potential hazards. Children develop an excellent awareness of how they can keep themselves safe inside and outside, such as when going upstairs to the bathroom children line-up and hold on to the banister, even kindly advising visitors to hold the banister. Consequently, children become

increasingly aware of how to keep themselves and others safe and healthy.

### **The effectiveness of the leadership and management of the early years provision**

The childminder has a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, which helps her to ensure children are kept safe and are protected from harm. Her documentation is very well organised, easily accessible and underpins her practice well. The childminder is aware of her responsibilities when administering medication and treating minor accidents, and she holds a valid first-aid certificate. Policies and procedures are robust and shared with parents, and these are reviewed regularly and amended when necessary. There is a clear policy on the use of mobile telephones, e-safety and technology, which safeguards children during their time at the childminder's. The childminder has attended safeguarding training and has a secure knowledge of child protection issues. She is well aware of how to respond if she has a concern about a child in her care. The childminder is fully aware of her responsibilities of how to keep children safe. She regularly assesses risks to the indoor and outdoor environment and fire drills are practised frequently. She monitors these closely and as a result, children are kept safe in her care and develop a good sense of how to keep each other safe in the event of an emergency or when walking close to the road or to school. Visitors are checked and asked to sign in. She has also put in place a number of safety measures, for example, stair gates stop younger accessing the kitchen.

The childminder creates detailed learning journey records, with an overview of children's experiences, to share with parents. Parents are encouraged to feedback to the childminder through questionnaires and daily verbal communication. Parents comment that 'they have very good communication' and 'feel the regular discussions keep them very well informed'. The childminder monitors children's progress very well and has a good awareness of their abilities and skills. Assessments are accurate and the childminder reviews them regularly to ensure there is a broad programme of activities. This enables the childminder to highlight any possible gaps in children's learning and plan appropriate interventions to support each child.

The childminder has attended numerous training courses, including safeguarding and food hygiene. This is helping the childminder to continually improve her knowledge and skills. The childminder monitors her practice through effective self-evaluation, which accurately identifies what she does well and what she wants to improve. Partnerships with parents are very well developed. The childminder uses a variety of methods to communicate with parents and regularly sends home information on activities that children have enjoyed doing. As a result, opportunities for parents to share information about their children and to become actively involved in their child's learning are promoted continuously.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	303986
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	867510
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/01/2010
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
Store St  
Manchester  
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